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AUTHOR Kissam, Ed; Dorsey, Holda
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ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses transferring professional skills, degrees, or credentials from one's native country. The basic career planning and job search principles are relevant to learners at all educational levels. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives, learners and context, room setup, to bring, to do ahead, media used, and steps. The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: analyze skills, licenses, and education requirements for a job; analyze own skills and education; locate information on professional organizations and licensing authorities; and prepare a career plan of action. (YLB)

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ED 416 358

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 21

Transferring Professional Skills, Degrees, or Credentials from one's Native Country

Ed Kissam and Holda Dorsey

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CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

15381 E. Proctor Avenue • Industry, CA 91745 • Ph: 818 855-3161 • Fax 818 855-3568
hdorsey@otan.dni.us

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LAES

INSTRUCTIONAL AREA
Life Long Self Development

MODULE 21
Transferring Professional Skills, Degrees or Credentials from One's Native Country

Overview

Among immigrants to the United States, there are always individuals with technical or professional backgrounds or individuals with partially completed training or preparation from their native countries. They come to the United States for a variety of reasons. Some come for personal reasons -- to join spouses, siblings, or children. Some are refugees. Others leave their home countries because there is no work for them in their own country or because they are poorly paid, despite the fact that they have years of education and training. Some leave because they no longer wish to live under oppression or undemocratic regimes. Others may come to the U.S. with high hopes for finding a social system where there is no corruption.

Whatever their reasons for coming to the United States, almost all immigrants want to use the skills they acquired in their home country in their new environment, both to earn a living and to contribute to the life of the communities they live in. For example, many Latin immigrants who are trained teachers are now volunteering to help other community members improve their basic skills.

It is useful for all adult education instructors to find out about their students' educational and occupational backgrounds and current aspirations -- in part to individualize instruction to their level and interests, but also as part of helping them in the difficult process of mobilizing their skills in a new and unfamiliar context.

Unfortunately, a lot of immigrant talent is wasted because there is no clearly defined system for evaluating their backgrounds; for helping them determine exactly what they need to do in order to find a job in their field, or in a closely related one; and for helping them find a job in their field when they have the appropriate qualifications.

A crucial problem is that this experience does, in fact, shake anyone's self-confidence. Also, there is often a tendency of potential employers to incorrectly assume that foreign training or professional standards are more lax in other countries than in the U.S. or, even when attempting to evaluate an immigrant's skills objectively, credentialing technicians sometimes encounter difficulties interpreting different terminologies.

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Consequently, immigrants who seek to realize the full potential of their job skills here in the U.S. need to establish a clear-cut goal, explore many avenues seeking information and advice, sort out conflicting information, determine their options, make choices, not take "no" for an answer, be determined, persuasive and know how to approach people in order to elicit their help in their quest. This is an art, not a science. There is no one avenue which can lead to the desired result - - a job which makes use of one's talents, training and education.

Also, the reality may be that it will be necessary to accept employment which is not really commensurate with one's skills and slowly, over several years, work upward into employment similar to one's original employment. Quite practically, a key concern is to build the English-speaking skills necessary to work effectively in the United States, or, alternatively, find meaningful employment where foreign language communication skills are the primary requirement.

The task faced by immigrants with professional backgrounds is not unlike that faced by native born young people pursuing a professional career or older people changing careers of their own volition or due to corporate downsizing. The difference is that native born individuals usually have more contacts and understand the "system" better. Immigrants need to carefully inventory their skills and experience, scan and understand occupational skills demands in the United States and "translate" their training into a new frame of reference.

Basic Skills Development

This module is designed primarily for advanced ESL classes where students are quite literate. However, the basic career planning and job search principles addressed in the module are relevant to learners at all educational levels, including students who may not have a great deal of education but who are strongly committed to continuing their education. The primary skills areas addressed in this module are:

Basic Skills	Reading and interpreting information presented in standardized, highly-structured formats, experience in communicating one's skills and in securing information on labor market demand and alternative career options.
Thinking Skills	Critically examining personal values, strategic planning taking into account tradeoffs between educational costs, benefits, and increased earnings; analysis and assessment of one's own skills correspondence to analysis of occupational skills demands.

Uses Resources	Finding up-to-date relevant information on occupational skills demands, certification standards, alternative pathways to certification, information on labor market demand.
Interpersonal Skills	Engaging others, credentialing technicians and counselors, potential employers in appreciating one's skills and problem solving to overcome barriers to goal.
Works With Systems	Comparison of home-country skills classification and certification frameworks with U.S. skills classification and certification frameworks. Comparison of "official" and "real-world" skills assessment and certification criteria and use of information on "local" systems (e.g. local employer perspectives, employee perspectives) to guide career and job search planning.

Teaching Points

1. **Have a clear sense of personal objectives, but remain flexible about your options and alternatives.** If, for example, you taught school in your native country and would like to become a teacher here you may need a credential. Obtaining one may be necessary to attaining your goal - a teaching position. However, it is possible to teach for private institutions with a bachelor's degree. A credential may not be needed. One's role is that of detective and, at times, lawyer. What works for one person may or may not work for another.

2. **Obtain all transcripts, certificates, and letters of recommendation or other pertinent documents from your native country.** These materials can be translated, organized in a portfolio and interpreted so that people unfamiliar with what they mean can appreciate what they certify.

3. **Try to find people from your native country who are working in your field. They may be an excellent source of information.** It is important to ask questions and network with people in situations similar to yours. Ask them how your profession in the United States is similar and how it is different from your profession in your native country. Contact professional associations in your field to meet such people and to see if other assistance is available. Building the communication skills to interest and engage them in your career advancement efforts is the foundation for succeeding in this networking.

4. **Consider alternative career paths, taking a job for a while for which you may qualify and which is very related to your field, even it is beneath your actual qualifications.** For example, a teacher might work as a substitute with an emergency credential or be a teacher's aide. This will allow you to make contacts, see if indeed you would like to continue working in your profession here in the United States. This work experience will provide a way to get local letters of recommendation and work experience. It is important to keep an eye open for new possibilities, for example, an uncredentialed teacher might find a new position designing curriculum which may not, itself, require any particular credentials, but, instead, creativity and experience.

5. **Try to determine how long it will take to reach your goal, how much it will cost you, and prepare yourself.** Also, try to determine if there will be jobs available to you after you attain your goal and how much money you can expect to earn. For example, the job market for legal paraprofessionals in California may actually be better than for lawyers and an immigrant with a law degree from a foreign country may do better working in a highly responsible non-professional position than in seeking to "jump through the hoops" of U.S. accreditation and the bar examination.

6. **Enroll in a career guidance class at a community college. This might help you determine what career paths there are in your field.** It is also a place to explore the possibility of a career change or career shift to a related but different field. For example, in the United States it is extremely expensive to set up a dental office. The equipment, insurance, etc. costs a great deal. A dentist from another country might choose to become a dental hygienist. This is a very well paid, high demand profession which does not require a lot of capital and which is a much less time consuming and costly career path than that of a dentist.

7. **Make an appointment with a counselor, preferably one who specializes in helping immigrant students, and explore your options for making use of home country work experience, education, certificates or degrees.** Enroll in a course at your local community college, if necessary, so that you can take advantage of their counseling services. Also, if you can afford fees for one or two counseling sessions, vocational rehabilitation counselors can provide creative advice about career options for <u>any</u> job-seeker, based on their expertise retraining disabled workers for new careers.

8. **Find industry or trade journals or magazines to educate yourself as to current trends in your field and how the job market is changing.** A problem faced by both native-born and immigrant workers whose training is not recent is that there is skills demand only in some sub-specialties. For example, even experienced electronics technicians who are not familiar with solid-state technology may not be qualified for the jobs which are available. They are, however, very likely to do extremely well in a specialized accelerated course designed to teach about a sub-specialty or new technology. Demands for skills in

different sub-specialties changes constantly and the decision to invest in re-certifying or upgrading skills require very careful thought about current and future labor market trends.

9. **Contact personnel offices of firms or institutions that you would like to work for.** See if you can make appointments with directors or employers of those firms. Show them your resume and ask them what more you might need in order to be employed by them. These informational interviews are a good networking tool as you might get names of other companies or organizations where you might apply and information as to what training or education you need to acquire in order to get a job in your field. If you need to go to a college or university find out exactly what degree they require of employees and what college or universities they prefer.

10. **Review the California Employment Development Department's "Digest of Licensed Occupations."** Get a copy of the digest from a local library or by writing to State of California, Employment Development Department, Labor Market Information Division, PO Box 826880, Sacramento, CA 94200-0001. This is a book of occupational titles and licensing authorities. For example, teacher credentialing commissions are listed in this booklet.

11. **Contact the licensing authority in a related field to determine what requirements are necessary to get certified in order to get a job in a specific field.** Ask about credit for work already done in one's native country. It is a very good strategy to consult these commissions as well as colleges and universities. Sometimes when a credential is needed this is a much faster track than enrolling in a credentialing program at a college or university because the commissions may accept more of your prior course work or experience from your native country.

12. **Check with institutions you are considering for requirements and ways to prepare.** If you wish to attend higher institutions of education in the U.S. there are often English language proficiency exams like TOEFL (Test of English as a Foreign Language). Needless to say, costs at a community college are much lower than tuition at a university or state college. Community colleges offer English placement tests, counseling and an array of ESL classes. If you need or want to attend a college or university in the U.S. it is a good idea to consider private institutions because they often recognize more work from the native country and offer more financial assistance. In the end, it may be a faster and cheaper way of achieving your goals.

13. **Make an appointment with or call the head of the department in which you wish to study to discuss transfer of course work from the native country and pre-requisites for acceptance to a higher institution.** Sometimes the college or university will evaluate your course work to determine equivalencies or they will tell you to contact an evaluating institution for this purpose. Sometimes you have to have descriptions of your course work translated into English. If

there are pre-requisite courses that you must take before you can be admitted to the institution, you can often do the course work at a community college and save money and transportation costs. You should get a clear plan of what you need to do before you can be admitted to the institution.

14. **Talk with students from your native country, who are attending colleges or universities you are considering, to get their impressions of the quality of education provided in the institution where they are enrolled**. An important consideration may be what support they provide for students with solid educational background but some limitations in English, whether they provide tutoring, English composition classes, etc.

15. **Get your transcripts professionally evaluated.** Some universities evaluate foreign transcripts but many do not. Also, if you wish to apply to several colleges or universities, it might be a good idea to get your transcripts evaluated by a professional organization. All transcripts and course descriptions must be translated into English first. Translating services can be found in the yellow pages or by asking the university where you wish to apply for referrals. There are evaluating organizations around the United States. A word of caution, these organizations often vary widely in the way that they evaluate foreign course work.

16. **Obtain and study a copy of "Bears' Guide to Earning College Degrees Non-Traditionally"**, John & Mariah Bear, Ten Speed Press, 1-800-835-8534.

17. **Track how the laws and regulations about financial aid to legal immigrants are changing**. It will be very useful to keep up with changes in laws about immigrants. (See Module 20).

Sample Learning Activities

1. Invite immigrant professionals to class and have them tell what approach they took to finding their current employment.

2. If appropriate, have students contact the state licensing authority for their field and ask questions about what they would have to do to obtain a license. Report back to the group. This information will be useful even for students in other fields as it will give them an idea how licensing rules vary.

3. Have students seek an appointment with an employer or a professional in their field for an informational interview. Have students prepare mock interview questions in advance (including both the questions they expect to ask the employer and what they expect the employer to tell them). Have them share their questions with others in the class for feedback before you go to the interview. After they have the appointment, have them report back about the

interview, including their reflection about whether there were any surprises in the interview and how the interview may have changed their thinking about their career strategy.

4. Have each student in your class with a professional or technical background explain to other students what they are qualified to do in their profession or occupation and have other students play the role of employers interviewing them. These interviews can include questions regarding related jobs the interviewee might be willing to accept.

5. Have students clip job advertisements from the Sunday newspaper and analyze what skills and experience are required. Have them list each job requirement separately in the first column of a two-column table and list in the second column their skills, relevant certificates, and experience.

6. Have students considering whether or not to re-certify their professional qualifications in the United States
   a) research licensing requirements,
   b) compute the costs of courses for re-certification,
   c) list characteristic earnings for professionally-qualified persons, and
   d) compare the benefits of increased earnings and costs of additional education to their earnings from non-licensed similar occupations.

7. Have students seeking information about professional qualifications in their field search the World-Wide Web for professional journals' Websites, for the home pages of companies employing in their field (which often include listing of job openings) and for institutions offering courses in their field.

8. Encourage students in your class to form an informal job-seeking support club to meet regularly, say once a month, to exchange information about how their job searches are going and how they are modifying their strategies for moving into the occupational areas they want to work in.

9. Invite a vocational rehabilitation counselor to class to talk about the concept of "transferable skills" and explain to students how different occupations may have overlapping skills clusters. (Because they often specialize in working with clients who have been injured and cannot continue in their former occupation, vocational rehabilitation counselors are particularly well prepared to analyze how skills acquired in one occupation or educational system can best be used in another new one).

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Resources

Labor Market Information Division. "Digest of Licensed Occupations." California Employment Development Department.
Available from PO Box 826880, Sacramento, CA 94200-0001 or local EDD.

Bear, John & Mariah. *Bears' Guide to Earning College Degrees Non-Traditionally,*.
Ten Speed Press. 1-800-835-8534

Catalogues from local community colleges, state and private 4-year colleges in your area.

Internet
http://www.kaplan.com
Information and online preparation for various examinations:
- TOEFL (Test of English as a Foreign Language)
- USMLE (United States Medical Licensure Exam)
- NBME (National Board of Medical Examiners)
- FLEX (Federal Licensing Examination)
- NCLEX-RX
- CGFNS

For transcript evaluation:
International Education Research Foundation
PO Box 66940
Los Angeles, CA, 90066
(310) 390-6276
Transcripts from foreign institutions, colleges and universities can be evaluated for a fee of from $75 - $200

Commercial Textbooks

ESL for Action: Addison Wesley
P. 16, Jobs at Home and Jobs in the U.S.

Ready To Work, Contemporary Books
Ch. 1, Getting Ready For Work

Work-wise: Tactics For Job Success, Contemporary Books
Ch. 1, Taking Stock of Yourself

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21. TRANSFERRING JOB SKILLS

OBJECTIVES
- Analyze skills, licenses and education requirements for a job;
- Analyze own skills and education;
- Locate information on professional organizations and licensing authorities;
- Prepare a career plan of action.

LEARNERS & CONTEXT
Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP
Chairs and small tables to facilitate small group activities

TO BRING
Extra materials needed for research

TO DO AHEAD
Have available copies of:
Digest of Licensed Occupations,
California Occupational Guide,
Dictionary of Occupational Titles
Area phone books

MEDIA USED
Overhead and print

STEPS
Warm up
Introduction
Analyze occupations
Review background
Find resources
Report back
Prepare questions
Interviews
Break
Second session
Reflection
Action Plan
Closure

Holda Dorsey

Lesson Plan: Transferring Job Skills...

Warm up

(15 min) *Motivation*
• Use Anecdote

Teacher tells a story about a friend with a Masters Degree in Linguistics who had taught Spanish to foreigners at the University in Mexico City, but could not find a teaching position in California. Everyone told her that she needed a credential, but nobody could tell her how to get one. With her transcripts, diplomas and letters of recommendation in her briefcase, she visited several universities only to be told that studies abroad did not count. She was also told that she had to start from scratch to get a BA and then a teaching credential. This lady was very distressed, not only she did not have the money to go to school for five years, but she felt that it was unethical to demean the degree from her home country. Eventually she found a teaching job with someone who was willing to guide her in understanding the intricacies of the licensing process.

Teacher asks students:
How many have completed technical or academic degrees? and
Are they working in a job related to and commensurable with their training?

Introduction

(10 min) *Information Preview*
• State Objectives Formally

Teacher states that with this lesson.

You will be able to:
- Analyze skills, licenses and education requirements for a job;
- Analyze own skills and education;
- Locate information on professional organizations and licensing authorities;
- Prepare a career plan of action.

Analyze occupations

(20 min) *Information Acquisition*
• Procedure Description

print

Teacher explains that the first step is to analyze the skills needed and the education requirements of a job.

Teacher hands out sample copies of the California Occupational Guide and asks the students to look for:
1. the job skills;
2. entrance, training and license requirements;
3. three places that employ these workers;
4. related occupations;
5. where to get more information.

(Teacher might give each student a different "job" or the group can work on one "job sheet" together and later select one "job" interesting to them.)

Review background

(15 min) *Information Acquisition*
• Inquiry - Individual

Teacher asks students to now look at themselves, their past school and job experiences, as well as other activities that developed their skills.

Students list the skills they have and the skills they need to acquire.

Teacher monitors students' activity and assists by clarifying concepts.

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Lesson Plan: Transferring Job Skills...

Find resources

(25 min) *Practice & Feedback*
- *Individual Practice - Indep.*

mixture

Teacher shows on the overhead a list of resources thast need to be located. Teacher asks students to select in which group they would like to work.

Students may use phone books, Internet or Local library to:

1. locate professional transcript evaluation services,
2. locate licensing authorities for appropriate disciplines,
3. locate professional organizations,
4. locate preparation courses and testing schedules for TOEFL, SAT, etc.

Report back

(10 min) *Practice & Feedback*
- *Debriefing*

Students report back on what they found, and list what needs to be pursued later.

Prepare questions

(15 min) *Motivation*
- *Establish Future Relevance*

Teacher explains to the students that another way of gathering information is to interview people in the target profession.

Students are to prepare questions that they would like ask about the target job.

Interviews

(8 min) *Other*
- *Assign Roles or Tasks*

Teacher explains that the following activity will be done on their own individually or if they prefer with partners.

They are to contact by phone or in person and interview (using the prepared questions):

1. employees working in the target field;
2. a spokeperson, member, or employee of a professional organization;
3. a school counselor, college counselor, rehabilitation counselor

Students select their assignments and partners; and register their selection with the teacher.

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Lesson Plan: Transferring Job Skills...

	Break	Teacher dismisses students to carry out their contact assignments. Teacher set date and time for the second session.
(2 min)	*Other* *• Transition*	
	Second session	Teacher reviews what was covered in the first session. Students report back the information found through their contact assignments.
(20 min)	*Information Preview* *• Provide Background*	
	Reflection	Teacher asks students to reflect on the information gathered and on how they affect their own goals.
(10 min)	*Closure* *• Reflection*	
	Action Plan	Teacher asks students to work alone or in pairs to plan the steps necessary to achieve their career goal.
(20 min)	*Other* *• Planning Time*	Students at random will share the first step of their plan: In order to become a (teacher)_____, I need to (work as a volunteer in my child's school)_____.
	Closure	Students restate what was practiced highlighting what was important to them We are able to:
(10 min)	*Closure* *• Learner Summary*	• Analyze skills, licenses and education requirements for a job; • Analyze own skills and education; • Locate information on professional organizations and licensing authorities; • Prepare a career plan of action.

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OBJECTIVES

You will be able to:

- **Analyze skills, licenses and education requirements for a job;**
- **Review own skills and education;**
- **Compare and contrast one's background with job requirements;**
- **Locate information on professional organizations and licensing authorities;**
- **Investigate alternative career options;**
- **Prepare a career plan of action.**

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Analyzing Occupations

Occupation:_____

Skills required:_____

_____

_____

Entrance, training and license requirements:_____

_____

_____

Places that employ these workers:

1._____ 2._____

3._____

Related occupations:

_____

_____

_____

Where to get more information:

_____

_____

_____

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Reviewing One's Background

Student Name: _____

Occupational Goal: _____

List the skills you have and the skills you need to acquire:

Have	*Need*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List past schooling, degrees, diplomas, certificates, etc.:

_____	_____
_____	_____

List past job experiences:

_____	_____
_____	_____

List other activities that helped develop your skills:

_____	_____
_____	_____

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Action Plan

Student Name: _____

Occupational Goal: _____

List the steps to take to enter this field: *(circle all that are appropriate)*

I must learn of employment opportunities through:
newspaper ads, employment agencies, trade magazines, personal searching, friends.

I must contact:
owner, manager, company personnel office, recruiter.

I must submit:
letter of application, company application form, resumé, copies of licenses, transcripts, diplomas, reference letters.

I must:
take a test, obtain a license, have a degree.

List four entry level jobs which would give you practical work experience and references related to your occupational goal:

1. _____ 2. _____

3. _____ 4. _____

What may prevent you from reaching your occupational goal:

_____

What can you do to overcome it?

_____

When will you take the first step? _____

When do you estimate to reach your goal? _____

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Transferring Professional Skills, Degrees or Credentials From One's Native Country"

1. **Have you thought about a plan of action, either for yourself or for someone else in your family, which might involve:**

	For Each Line, Please check the box that applies to you			
	Never	Occasionally	Quite Often	Not Interested
a. Formulating a strategy to take advantage of professional development or continue your previous career here in the U.S.				
b. Translating professional degrees and/or school documents from another country into English and organizing them for presentation?				
c. Getting your transcripts of schooling from another country evaluated by a professional here, to see what careers or academic choices are open to you?				
d. Identifying and considering new employment options which differ from, but are related to, your primary career objective?				
e. Devising ways to "network" among people working in your field of expertise or interest?				
f. Finding and asking the advice of people who are from your native country and who have established themselves in your profession?				
g. Enrolling in a Career Guidance course at a local community college?				
h. Doing "informational interviews" with firms or individuals connected with your profession?				

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2. Are you confident that you have the analytic, investigative and communication skills necessary in order to:

	For Each Line, Please check the box that applies to you			
	Not Very Confident	A Little Confident	Quite Confident	Have All the Information
a. Determine a reasonable time-frame to prepare to reach yourcareer or professional goals?				
b. Weigh different options for career change or development, taking into account realistic expectations for earnings from it?				
c. Assess your skills within the context of U.S. job, career, and professional requirements?				
d. Evaluate how useful and reliable the advice you get from professionals you consult for advice and career or job development services might be?				
e. Assess conflicting information?				
f. Review all the material which provides accurate information on current skills requirements which might affect you?				
g. Use up-to-date information to predict trends in your field of expertise?				
h. Involve others in actively helping you reach your career goals?				

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3. Please read about Rodrigo in the information below, and provide some suggestions for how he can find a job as an accountant in the U.S.

Background. Rodrigo has lived in California for 5 years. He is 33 years old. He speaks some English but needs to improve his English language skills if he wants to get a better job. He is working for a landscape contractor for $7 an hour. In Mexico, he worked as a certified accountant for a large exporting company. Make a plan of action for Rodrigo so that he can find a job where he can use his skills in the United States.

a. What does he need to do and Who does he need to talk to?

_____

_____

_____

b. List the steps he needs to take to reach his goal.

_____

_____

_____

_____

c. How long do you think this will take?

_____

4. What do you want to learn about transferring professional skills, degrees or credentials from one's native country?

I want to learn:

LAES

Date: _____

Student Name _____

Teacher Name _____

Module 21
Transferring Professional Skills, Degrees or Credentials from One's Native Country

Instructions: Please join with a partner to work on this activity together. The activity is divided in two parts. The first part asks you to develop a career action plan for a person or group of people in a situation described below. The second part asks you to reflect on your work with this module and tell us what you learned.

Part I. **Students should work with partners**

A. With your partner read the following 3 situations or problems.

B. Choose one and together make a career action plan for the person or persons. What do they need to do? Who do they need to talk with? What documents do they need?

C. Write the action plan on the answer sheet provided with this activity.

Situation 1.
Rodrigo has lived in California for 5 years. He is 33 years old. He speaks some English but needs to improve his English language skills if he wants to get a better job. He is working for a landscape contractor for $7 an hour. In Mexico, he worked as a certified accountant for a large exporting company. Make a plan of action for Rodrigo so that he can find a job where he can use his skills in the United States. What does he need to do? Who does he need to talk to? List the steps he needs to take to reach his goal. What different options should he consider? How should he decide among them?

Situation 2.
Carmen lives in California with her husband and 2 children. She works part-time in a Mexican restaurant as a waitress. She took English classes and speaks very well. Before coming to the United States to join her husband, she was a nurse at a large hospital in Mexico. She loved her work. Now her children are all in school. She has more time to make some changes in her life. She wants to earn more money and get a nursing job in the United States. Make a career action plan for her.

Situation 3.
Rogelio is from Guadalajara. His family owns a small restaurant there. He lives in the United States now. He and his brother Jose want to open a restaurant in the United States. They speak English but they can't write very well. Rogelio cooked at the family restaurant and Jose waited on customers and cleaned tables and dishes. Neither of them have any experience actually running a restaurant. Their father bought everything for the restaurant, paid the bills and kept the books. Make a career action plan for them. Who do they need to talk to? What do they need to do?

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Answer Sheet Module 21

Transferring Professional Skills, Degrees or Credentials from One's Native Country

Situation you are working on from previous page: 1 2 or 3

1. Career Action Plan for :

_____

2. Job desired:

_____

3. Education and/or Experience from Home Country :

_____

_____

_____

_____

4. Important papers or documents:

_____

_____

_____

_____

_____

5. Skills, licenses and requirements for U.S. job:

_____

_____

_____

_____

_____

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6. People and agencies to talk to:

7. Related alternative jobs or careers:

8. Step-by-Step Career Plan:

a.

b.

c.

d.

e.

LAES

Part II. Please tell us what you learned from your work with this module

1. Did you benefit from your work on this module regarding any of the following?

Understanding better how to:	Yes/No	Please comment on either: • How you benefited; or • Why you feel this module was not useful for you in this area
a. Formulate a strategy for career and professional development?		
b. Translate professional degrees and/or school documents from another country into English and organizing them for presentation?		
c. Get your transcripts of schooling from another country evaluated by a professional here, to see what careers or academic choices are open to you?		
d. Identify and consider new employment options which differ from, but are related to, your primary career objective?		
e. Create ways to "network" among people working in your field of expertise or interest?		
F. Enroll in a Career Guidance course at a local community college?		
g. Do "informational interviews" with firms or individuals connected with your profession?		

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2. **Did your work in this module help you in any of the following areas?**

Understand better how to	Yes/No	Please comment on either: • How you benefited; or • Why you feel this module was not useful for you in this area
a. Determine a reasonable time-frame to prepare to reach your career or professional goals?		
b. Weigh different options for career change or development, taking into account realistic expectations for earnings from it?		
c. Assess your skills within the context of U.S. job, career, and professional requirements?		
d. Evaluate how useful and reliable the advice you get from professionals you consult for advice and career or job development services might be?		
e. Assess conflicting information?		
f. Review all the material which provides accurate information on current skills requirements which might affect you?		
g. Use up-to-date information to predict trends in your field of expertise?		
h. Anything else? Please write it below		

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